

WILMOT FRASER ELEMENTARY

63 Columbus St.
Charleston, South Carolina 29403

GRADES PK-6 Elementary School

ENROLLMENT 243 Students

PRINCIPAL Jeanette L. Whaley 843-724-7766

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	5	20	31	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

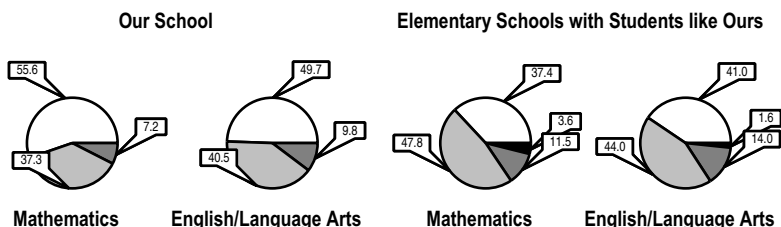
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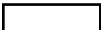
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	16	50	40
Percent satisfied with learning environment	87.5%	90.0%	94.9%
Percent satisfied with social and physical environment	87.5%	92.0%	87.2%
Percent satisfied with home-school relations	68.8%	92.0%	89.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	165	100.0	49.7	40.5	9.8	N/A	9.8	17.6
Gender								
Male	76	100.0	52.3	38.5	9.2	N/A	9.2	17.6
Female	89	100.0	47.7	42.0	10.2	N/A	10.2	17.6
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	164	100.0	49.3	40.8	9.9	N/A	9.9	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	116	100.0	46.7	41.1	12.1	N/A	12.1	17.6
Disabled	49	100.0	56.5	39.1	4.3	N/A	4.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	165	100.0	49.7	40.5	9.8	N/A	9.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	165	100.0	49.7	40.5	9.8	N/A	9.8	17.6
Socio-Economic Status								
Subsidized meals	163	100.0	50.3	39.7	9.9	N/A	9.9	17.6
Full-pay meals	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	165	100.0	55.6	37.3	7.2	N/A	7.2	15.5
Gender								
Male	76	100.0	56.9	36.9	6.2	N/A	6.2	15.5
Female	89	100.0	54.5	37.5	8.0	N/A	8.0	15.5
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	164	100.0	55.3	37.5	7.2	N/A	7.2	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	116	100.0	47.7	42.1	10.3	N/A	10.3	15.5
Disabled	49	100.0	73.9	26.1	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	165	100.0	55.6	37.3	7.2	N/A	7.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	165	100.0	55.6	37.3	7.2	N/A	7.2	15.5
Socio-Economic Status								
Subsidized meals	163	100.0	55.6	37.1	7.3	N/A	7.3	15.5
Full-pay meals	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	36	N/A	36.1	50.0	13.9	N/A	13.9
	Grade 4	26	N/A	38.5	57.7	3.8	N/A	3.8
	Grade 5	51	N/A	54.0	46.0	N/A	N/A	N/A
	Grade 6	25	N/A	48.0	44.0	8.0	N/A	8.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	31.4	42.9	25.7	N/A	25.7
	Grade 4	41	100.0	50.0	44.7	5.3	N/A	5.3
	Grade 5	32	100.0	56.7	40.0	3.3	N/A	3.3
	Grade 6	53	100.0	58.0	36.0	6.0	N/A	6.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	36	N/A	33.3	36.1	30.6	N/A	30.6
	Grade 4	26	N/A	53.8	46.2	N/A	N/A	N/A
	Grade 5	51	N/A	66.0	34.0	N/A	N/A	N/A
	Grade 6	25	N/A	60.0	40.0	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	40.0	48.6	11.4	N/A	11.4
	Grade 4	41	100.0	52.6	39.5	7.9	N/A	7.9
	Grade 5	32	100.0	70.0	26.7	3.3	N/A	3.3
	Grade 6	53	100.0	60.0	34.0	6.0	N/A	6.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 243)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.3%	2.4%
Attendance rate	95.4%	Down from 98.8%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	2.4%	Down from 2.5%	4.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.2%	No change	7.3%	8.0%
Older than usual for grade	18.5%	Up from 3.5%	3.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	36.0%	Up from 34.8%	47.6%	50.0%
Continuing contract teachers	84.0%	Up from 78.3%	77.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.3%	Up from 81.9%	79.4%	86.2%
Teacher attendance rate	96.9%	Up from 95.8%	95.3%	95.3%
Average teacher salary	\$41,084	Up 1.2%	\$37,930	\$39,909
Prof. development days/teacher	9.0 days	Down from 12.7 days	12.7 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.5	3.0	4.0
Student-teacher ratio	27.7 to 1	Up from 19.1 to 1	16.7 to 1	18.9 to 1
Prime instructional time	91.4%	Down from 94.0%	89.2%	89.7%
Dollars spent per pupil*	\$6,970	Down 11.8%	\$6,970	\$5,892
Percent spent on teacher salaries*	67.7%	Up from 61.9%	63.3%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	93.8%	Down from 99.0%	98.9%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Wilmot J. Fraser Elementary we are striving for academic excellence and the social and emotional growth for each student. We have an emphasis on the needs of each child as an individual. Our motto continues to be "Striving for Excellence." This year we had an overall grade of "Average" on our State School Report Card. While we enjoy successes, we also face challenges. Student academic achievement as measured by statewide testing PACT continues to be a major emphasis for our dedicated and highly qualified faculty and staff. We have put many strategies in place to move more students to the basic, proficient, and advanced levels. This year we added on a 6th grade class. We have used the "Arts and Technology" as a vehicle to open and enhance the minds of our students. The U.S. Dept of Education has granted our school and four other schools a three-year grant to infuse the Arts into our entire curriculum. We are continuing to train all parents and students in grades 3-6 on lap top study probs. Our after school program WINGS and the SCANNA Homework Center will expand to service more students. This year we were able to hire a PACT Coach to help students scoring below basic on statewide testing. All students scoring below basic were given additional assistance throughout the entire school year. Our staff has been granted a Retraining Grant from the South Carolina State Department of Education, and we are going on a Faculty Retreat to plan for the incoming school year. Our focus this year will be on staff development and improving student performance in school. Our faculty and staff have written many grants to supplement our current curriculum. A strong emphasis will be placed on a Pacing Guide for State Standards and Bench Mark Testing. We will analyze our current test scores and use the data to assist individual students in improving or receiving enrichment activities to increase student learning. A very special " Thanks" to our parents, mentors, lunch buddies, business partners, volunteers, and the community for all of the support we have received this year. We are especially proud at the large turnout of parents at our PTA and school-wide activities for our school. We want to "Thank" our PTA and School Community Council for their help with our School Report Card. With everyone doing his or her part, I am confident that we will succeed in "Striving for Excellence."

Jeanette L. Whaley, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.